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## **Towards making a difference through a university-TAFE partnership: Mentoring potential teacher aides**

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### **Abstract**

Universities promote partnerships as an investment of social capital that may benefit communities. Mentoring of university students in schools has become key to induction of education workplace practices. One such arrangement is the mentoring of students from TAFE who endeavour to become teacher aides. However, there is no theoretical model for mentoring teacher aides and, similar to mentoring preservice teachers, such practices vary in quality and quantity. What are mentors' perceptions of mentoring potential teacher aides within school settings? This mixed-method research involves a survey with extended responses. The aim is to determine practices and strategies for mentoring potential teacher aides (PTAs). Results indicated that PTAs require induction about the school culture and infrastructure, which includes ethics, values, operational plans, awareness of facilities and a range of other inductions that would aid the PTA's work practices. Findings also revealed that many of the mentoring practices employed for preservice teachers may be used for mentoring PTAs in school settings. Indeed, mentors require personal attributes to facilitate the mentoring process. They also indicated outlining the education system requirements as fundamental to workplace operations. In addition, as most PTAs work with students in the classroom, the mentor's pedagogical knowledge can further assist PTAs to develop an understanding of effective pedagogical practices, particularly for small groups or one-on-one sessions. Finally, a mentor's modelling of practices and providing constructive feedback about the PTA's practices can assist the development of workplace operations. In conclusion, the survey employed in this study may assist organisations to develop protocols of practice for workplace mentors. PTAs require mentors who are versed in effective mentoring practices that can more readily guide them towards success.

**Keywords:** university collaboration, TAFE, teacher aide, preservice teachers

## **Introduction**

This study is concerned with understanding mentoring practices that may guide the development of potential teacher aides (PTAs) who train within school systems. It highlights the need for establishing partnerships between key stakeholders, and determining effective attributes and practices that may align with mentoring PTAs. In particular, using a theoretical mentoring model aims to identify workplace mentors consider to be necessary for their mentoring practices.

## **Literature review**

Universities promote partnerships as an investment of social capital that may benefit education and communities. Any partnership development requires facilitating interpersonal relationships (Bringle & Hatcher, 2002) and is usually matched with funding and resources to bring plans to fruition. Networking with potential partners and articulating ways of sharing a vision that can benefit all is also important for building relationships (Kilpatrick, 2003). Although some partnerships occur as a mutual agreement, requiring little further motivation, other potential partnerships necessitate motivating key stakeholders towards problem solving and partnership building (Harkavy, 2004). It will certainly require an alignment of goals with ample time for compromise and adoption of promising ideas (Kriesky & Cote, 2003). Universities note their role in designing university-based programs for advancing partnerships, and providing consultation as intellectual input for addressing partnership needs.

Leadership is crucial for establishing partnerships and facilitating the design of programs to address needs (Weiss, Anderson, & Lasker, 2002). Visionary directions are presented within university strategic plans and policies (e.g., Drummond & Soto, 2002; Queensland University of Technology, 2008 [https://secure.qut.edu.au/frp/staff/perf/qut\\_blueprint.pdf](https://secure.qut.edu.au/frp/staff/perf/qut_blueprint.pdf)). These plans highlight collaboration as a cornerstone for advancing national and local agendas. Funds and resources such as human and equipment are required to implement plans. As universities generally possess more resources, partnerships with universities can allow for possibilities of plan implementation where it may be prohibitive otherwise (Pasque, Smerek, Dwyer, Bowman, & Mallory, 2005). Hudson and Hudson (2008) outline five leadership actions that can assist partnership development, namely: (1) articulating visionary directions (shared vision), (2) communicating change processes, (3) motivating potential key stakeholders, (4) promoting collaboration and team effort, and (5) distributing leadership towards implementing plans.

Universities have partnerships across a range of enterprises, institutes, and agencies within society, nationally and internationally. Government institutes also create partnerships between them. In Australia, universities have had partnerships with Technical and Further Education (TAFE) institutes. Indeed, Queensland University of Technology have entered into a shared campus arrangement with TAFE at Caboolture, as stated in the QUT Blueprint (2008):

QUT's Caboolture campus, which is being developed in conjunction with TAFE, will also continue to grow over coming years. This campus is seen by QUT as an important expression of the University's commitment to extending the benefits of higher education more widely, and the expansion of offerings at Caboolture will have a particular focus on partnerships with TAFE and other educational institutions and on the provision of programs which reflect the needs and aspirations of students and the region. (p. 5).

There is potential for some TAFE programs to intersect with university programs, including the preparation of TAFE students for university entrance. University and TAFE students may also be

involved in their respective programs within other sites. For example, and key to this current study, universities have preservice teachers at school sites while TAFE can have potential teacher aides (PTAs) at these same school sites. Both preservice teachers and PTAs require direction from more experienced personnel in schools. Indeed, both preservice teachers and PTAs are generally assigned mentors to assist them with their work practices. This mentoring occurs about the school culture and infrastructure and about effective work practices.

Considerable research has been conducted about mentoring preservice teachers. Effective mentoring develops preservice teachers' practices. It can also ensure teacher aides are well educated about school culture, infrastructure and teaching. Until recently, there was no theoretical model based on empirical evidence for mentoring preservice teachers. The Five Factor Mentoring model (Hudson, 2004, 2007) outlines attributes and practices for effective mentoring, which are supported strongly by the literature, for example: personal attributes (Halai, 2006), system requirements (Smith, 2000), pedagogical knowledge (Jonson, 2002), modelling (Barab & Hay, 2001), and feedback (Little, 1990; Schon, 1987).

Personal attributes for mentoring includes: talking and listening to the mentee as a way to facilitate two-way communication (Harrison, Dymoke, & Pell, 2006; Rush, Blair, Chapman, & Pearce, 2008); being supportive, particularly for ensuring the mentee is comfortable to deliver work practices without fear of over criticism (Erdem & Aytemur, 2008); and instilling positive attitudes and confidence in the mentee for delivering effective work practices (e.g., Laker, Laker, & Lea, 2008). Mentors use their personal attributes to develop a working relationship with the mentee. This also assists the mentor to facilitate reflection on practice to enhance work performance (Beyene, Anglin, Sanchez, & Ballou, 2002). It appears reasonable to suggest that positive mentor-mentee relationships can benefit the mentee in a similar way that positive teacher-student relationships can have on students' grades (e.g., Baker, Grant, & Morlock, 2008; Docan-Morgan & Manusov, 2009).

Mentoring about the education system requirements is essential for workers within an education system. This includes understanding the school's policies, aims and curriculum (Algozzine, Gretes, Queen, & Cowan-Hathcock, 2007). In addition, the effective mentor is considered to be proficient in pedagogical practices and can articulate pedagogical knowledge to mentees (Evertson & Smithey, 2000). Workers within a classroom (including teachers, preservice teachers and PTAs) must have an understanding of lesson preparation and planning, classroom management, ways lessons are implemented and problem solving (Ehrich, Hansford, & Tennent, 2004; Jarvis, McKeon, Coates, & Vause, 2001).

Modelling practices provides opportunities for an observer to evaluate and reflect upon these experiences. Mentors who demonstrate effective teaching, classroom management, hands-on activities and range of other classroom practices can assist the mentee to understand these practices (Finney, 2007; Giebelhaus & Bowman, 2002). Bandura (1977) states that "seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities" (p. 87). Mentees learn from observation but also learn from feedback after involvement in first-hand experiences. Feedback from the mentor can assist the guide the mentee's reflection on practices (Frid & Sparrow, 2004). This feedback needs to be constructive (Kiltz, Danzig, & Szecsy, 2004) and not destructive. The feedback may also be delivered orally or in written form. However, it is

more effective when purposeful dialogue occurs between mentor and mentee, and when it is immediate, relevant, collaborative and non-threatening (Hudson, Nguyen, & Hudson, 2009).

### *Context*

This study is located at a relatively new regional campus in Queensland. In 2005, the campus was co-located with a Technical and Further Education (TAFE) institution. Set in a low socio-economic community the focus of the campus was to engage with the community to promote educational opportunities for the population. Community engagement opportunities supported the development of partnership arrangements between the university, TAFE and the local primary schools. Underpinning the partnership agreement was the notion of benefits for all. One aspect of the partnership was a shared vision that all parties should work together to promote quality teachers and teacher aides through further school-based experiences related to their studies. This attracted support in the way of a large grant funded by the Department of Education, Employment and Work Relations (DEEWR). The aims of the grant were to promote quality graduates (teacher & teacher aide courses), and prepare graduates better for the real world of the classroom. A desired outcome of the university-TAFE partnership was to have a common understanding about the courses being offered at the campus (i.e., Bachelor of Education degree by the university and Certificate III in Education Support by TAFE).

With more integrated school-based learning experiences within the courses, consistency of mentoring approaches was required by the supervising teachers to better support the preservice teachers (BEd) and teacher aides (Cert III). Hence, it was decided a professional development module would be co-designed with university academics, local primary school and TAFE staff members. In developing the module, the dearth of information in regards to the mentoring of teacher aide students as they complete school-based learning, became apparent. Consequently, further information was required to inform this aspect of the professional development module.

Education for potential teacher aides (PTAs) requires a vocational placement, that is, the PTA enters a school site for training purposes. Hence, an arrangement whereby a PTA is hosted in a workplace/education environment that provides practical training and experience from an allocated workplace mentor. The workplace mentor is usually a teacher and must have a qualification equivalent to the certificate for which the PTA is training. The PTA is facilitated with opportunities to demonstrate knowledge and skills “on-the-job” and undertakes specific activities and assessments as evidence of learning.

Brisbane North Institute of TAFE provides an innovative program for potential teacher aides (PTAs) through a flexible and blended delivery. The CHC30808 Certificate III in Education Support program provides PTAs with a qualification and alternate pathways for future study and employment. Students must complete the eight core/compulsory units and six elective units. In addition, PTAs studying the Certificate III in Education Support program are required to complete a Vocational Placement in a school environment. Vocational Placement is an arrangement whereby a PTA is hosted in a workplace to receive practical training and experience from an allocated workplace mentor as part of their training program. Vocational Placement is a vital component of the PTA training program as it provides students with practical opportunities to implement their developing knowledge and skills, to collect evidence and undertake specific activities/assessment to complete their studies and to consolidate their learning through real-world experiences in an educational environment. PTA’s involvement in Vocational Placement

is voluntary (unpaid). They are required to participate fully and work under the direction of the workplace mentor. This unique delivery offers students real learning choices that cater for individual needs and aspirations.

This study focuses on determining workplace mentors' views of what is required in mentoring PTAs. As there was no literature found on mentoring PTAs, the generic literature was used along with mentoring practices employed for other beginning workers in the schools site (e.g., preservice teachers). The research question was: What are mentors' perceptions of mentoring potential teacher aides within school settings? The aim was to determine practices and strategies for mentoring potential teacher aides (PTAs). This study draws upon generic mentoring practices and those that have been determined for other similar involvement in school settings (e.g., mentoring preservice teachers).

## **Method**

This mixed-method study uses a survey with extended written responses to understanding mentoring for potential teacher aides (PTAs). The survey (Appendix 1) was designed by drawing upon the generic mentoring literature. It also focused on mentoring practices used to develop preservice teachers within school settings (see Hudson, 2004, 2007) that may be noted as relevant to PTAs. The extended responses aimed to gain elaborations on survey items and other issues surrounding the mentoring of PTAs. These issues included mentoring PTAs about the school culture and infrastructure.

Quantitative measures used a five-part Likert scale where each part was assigned a numerical score (i.e., strongly disagree=1, disagree=2, uncertain=3, agree=4, and strongly agree=5; Hittleman & Simon, 2006). These scores were entered into SPSS a statistical analysis package that generated percentages, mean scores (*M*) and standard deviations (*SD*). These were used to report on the collective thinking of the participants on each of the survey items. Percentages of agreed and strongly agreed responses (i.e., from raw data responses 4 and 5) were tabled for comparative analysis. "Means and variances for items scored on a continuum (such as a five-point Likert-type scale) are calculated simply the way other means and variances are calculated" (Kline, 2005, p. 95).

Qualitative data from the extended responses were aligned with the survey to extend ideas around the quantitative data. The survey was either hand delivered or mailed to teachers and executives who have mentored PTAs. Participants mailed back their responses with the previously addressed stamped envelopes provided or delivered in a sealed confidential envelope to the university. There were 2 males and 15 females involved in this pilot study. All but three were aged between 30-49 years, with three 50 years and over, indicating experience in the profession. The participants included 11 teachers, and 6 school executive positions (e.g., deputy principals and principals). Other than one participant who had worked in a school setting between one to five years, the rest had worked six or more years in schools. In addition, 17% had mentored 3 PTAs, and 47% had mentored 4 or more during their careers.

## **Results**

Participants were asked to record their responses about inducting PTAs into the school culture and for understanding the school infrastructure. All participants except one either agreed or strongly agreed with the 17 items linked to school culture and infrastructure. The responses that

did not agree were uncertain about whether the workplace mentor needs to outline staff social activities or the school traditions and specific culture.

There was consensus that the PTA needs to understand the background to school and the community it serves. Attendance policies, staff code of conduct, student code of behaviour, student medical issues, emergency procedures, and weather variation procedures were all noted as important for PTA induction. There was further agreement that the PTA needs to be introduced staff, be aware of the dress code, and understand the forms of communication used within the school, including when to use mobile phones. There was also consensus that the PTA needs to be aware of the school layout, school facilities (including the canteen usage), and morning tea and lunch arrangements. They also agreed the PTA needs to know the school timetable and routines including bell times- periods, recess, lunch times. All but one participant who was “uncertain” agreed or strongly agreed that the PTA should know about staff social activities and school traditions and specific culture.

The instrument that uses the five factor mentoring model for mentoring preservice teachers had been redesigned for mentoring PTAs. The quantitative results outline the participants’ responses to items associated with the five factors (i.e., personal attributes, system requirements, pedagogical knowledge, modelling and feedback), which are displayed in the following tables. All participants agreed or strongly agreed the workplace mentor needs to be supportive, assist in reflecting on work practices, and use personal attributes to instil confidence in the PTA (Table 1). Indeed, the personal attributes associated with mentoring preservice teachers were aligned with mentoring PTAs in their work.

Table 1: “*Personal Attributes*” for Mentoring

Mentoring Attributes	%*	<i>M</i>	<i>SD</i>
Supportive	100	4.65	0.49
Comfortable in talking	88	4.29	0.69
Assist in reflecting	100	4.35	0.49
Instill positive attitudes	88	4.35	1.06
Listen attentively	94	4.47	0.62
Instill confidence	100	4.59	0.51

\* Percentage of participants who agreed or strongly agreed with this attribute.

These experienced mentors had mixed responses about mentoring PTAs around the system requirements. They generally agreed that the schools’ policies and aims were important to discuss with the PTA, however, most were uncertain or disagreed that the workplace mentor needs to outline the school’s curricula (Table 2). PTAs take on roles at times that require them to work one-on-one or with a small group to learn within a subject area. It would seem that having knowledge about the curriculum that applies to their circumstances would help to guide their practices when working with students.

Table 2: Mentoring “*System Requirements*”

Mentoring practices	%*	<i>M</i>	<i>SD</i>
Discuss policies	77	3.88	1.05
Discuss aims	82	4.24	1.03

Outline curriculum      35      2.94      1.20

\* Percentage of participants who agreed or strongly agreed with this practice.

The majority of participants agreed or strongly agreed that the workplace mentor should articulate pedagogical knowledge to PTAs. As indicated by the percentage and standard deviation, all strongly agreed that this should occur for classroom management (100%,  $SD=0.49$ , Table 3). At the lower end of the percentages were two items: assisting with timetabling work practices and discussing assessment of school students (59% & 65%, respectively). Although participants claimed that mentors should discuss implementation of work practices, teaching strategies, content knowledge for assisting students, and questioning techniques (Table 3), it is surprising that only 35% agreed or strongly agreed that mentors should outline the curriculum to PTAs (Table 2).

Table 3: *Mentoring “Pedagogical Knowledge”*

Mentoring Practices	%*	<i>M</i>	<i>SD</i>
Discuss implementation	94	4.41	0.71
Guide preparation	88	4.52	1.05
Assist with timetabling	59	3.65	1.17
Assist with classroom management	100	4.65	0.49
Discuss content knowledge	88	4.35	0.86
Assist with teaching strategies	88	4.53	0.72
Discuss problem solving	77	3.88	1.22
Assist in planning	94	4.29	0.77
Discuss assessment	65	3.76	1.25
Discuss questioning techniques	88	4.35	0.70
Provide viewpoints	77	4.00	0.87

\* Percentage of participants who agreed or strongly agreed with this practice.

All participants had 100% agreement that mentors should model four practices, namely modelling: a rapport with students, effective teaching, hands-on activities, and well-designed lessons ( $SD$  range: 0.39-0.51, Table 4). The majority of participants also agreed with the other modelling practices listed in Table 4. Finally, there was 100% agreement that mentors should observe practices before providing feedback and discuss the PTA’s reflection on practice (Table 5). Other feedback practices were also agreed upon by the majority; however providing written feedback had the lowest percentage of agreement (65%, Table 5).

Table 4: *Mentor’s “Modelling” of Practices*

Mentoring Practices	%	<i>M</i>	<i>SD</i>
Used syllabus language	80	4.12	0.86
Model teaching	88	4.29	0.85
Display enthusiasm	82	4.35	0.79
Model rapport with students	100	4.82	0.39
Model effective teaching	100	4.77	0.44
Demonstrate hands-on	100	4.59	0.51
Model classroom management	94	4.65	0.79
Model a well-designed lesson	100	4.56	0.49

\* Percentage of participants who agreed or strongly agreed with this practice.



Table 5: *Providing “Feedback”*

Mentoring Practices	%	<i>M</i>	<i>SD</i>
Provide oral feedback	94	4.59	0.62
Evaluate (reflection on practice)	100	4.47	0.80
Observe practices for feedback	100	4.59	0.51
Review workplace plans	82	4.18	1.07
Articulate expectations	94	4.41	0.80
Provide written feedback	65	3.65	1.17

\* Percentage of participants who agreed or strongly agreed with this practice.

Commenting on the survey items and delineating roles for PTAs were part of these mentors’ written responses. There appeared little doubt that these mentors recognised that PTAs need to be mentored in the workplace on a wide range of issues and concerns, for example: “It’s vital that all staff are aware of all routines and timetables”, “It’s essential that everyone is aware of the school’s expectations”, “All staff members need to be familiar with students’ code of conduct so they know if children are conforming or not conforming”, and “Everyone needs to be very aware of the expectations of the school, which avoids unnecessary stress/embarrassment and gives a sense of belonging”.

In relation to the survey, there were certain items where mentors provided further comments. One mentor claimed that a “PTA does not require knowledge of curriculum or syllabus”, another stated the PTA “should learn syllabus knowledge at TAFE. I would not expect a TA to have much knowledge of a syllabus and I don’t think they need to”. There were comments from mentors about the role of PTAs and assessment of students’ work despite 65% of mentors agreeing that a PTA should have knowledge about assessment (Table 3). For instance: “Assessment is an important factor of the teaching and learning process, hence, all assessment should be undertaken by the classroom teacher. I don’t think it should be left to a teacher’s aide”, and another simply stated: “Assessing learning is not a PTA’s job”. However, it may depend on the teaching and learning task assigned to the PTA, to illustrate:

Not sure if PTAs need to assess students. I guess it depends on the specific tasks assigned by the mentor. For instance, if the PTA was doing one-on-one reading with a student then accuracy tests and other easy to administer tests would be valuable for the classroom teacher to analyse. So in cases such as these, the mentor teacher would instruct the PTA how to assess the student’s work.

Despite mentors noting the importance of providing oral feedback to PTAs, there was ambivalence about providing written feedback mainly because “teachers do not have time to provide written feedback”. There were deflections about responsibility for PTAs in areas such as school policies (Item 4) and timetabling PTAs work practices (Item 10); these “are an essential elements of induction which would not be the responsibility of teachers”. On the other hand, teachers also want as much constructive support as possible and hence: “PTAs need to be confident in their demeanour when dealing with students and be able to supply usable feedback to teachers. Ideally, being able to plan for a small group when given a focus would be excellent”.

Although induction and mentoring appeared random from school to school, particular schools have programs to induct PTAs into the workplace, for instance, “As a school, we run workshops for PTAs

to attend and volunteer programs that are managed by the deputy principal, learning support and special education staff". Indeed, there were statements about who should be responsible for PTA induction within schools, considering teachers very busy schedules, for example: "While I believe that such a program will provide schools with an opportunity to further develop PTAs, I don't think it's feasible to expect classroom teachers to add this to their list of responsibilities". Another stated: "Teachers need to invest their time and development of mentoring preservice teachers. While mentoring would be good for PTAs, this time/support must be focussed on developing the teaching profession". The notion that teachers need to mentoring PTAs with the range of strategies afforded to preservice teachers was a concern. "I believe this would be a very time consuming job for teachers when they are already on a full load". Some mentors provided solutions to this issue by suggesting administration staff and other experienced teacher aides should be assigned as mentors to PTAs, which is noted in the following three comments:

- Should be part of administration staff to mentor the PTAs. Too much extra work for the teacher, as a teacher's main job is to teach children.
- I think PTAs should have a mentor who is already a teacher aide rather than a classroom teacher.
- I believe that for any staff member to feel valued they need to know the school protocols and procedures. It is also for their safety and the safety of the students. How this information is passed to PTAs I feel is up to the administration section of the school.

Finally, mentors involved in this study provided further comments about mentoring PTAs, which may signal mentors' need for more mentoring guidance. To illustrate: "This survey made me think more deeply about how I could more effectively support teacher aides in my classroom", and "The statements listed in this survey would enable a fantastic mentoring relationship to develop, to the benefit of everyone involved – even the students".

## **Discussion and conclusion**

Currently, there is no model for mentoring potential teacher aides (PTAs). This study explored workplace mentors' views on mentoring practices that may be relevant for mentoring PTAs. Mentoring is predominantly about skill acquisition (Carlson & Gooden, 1999; Haney, 1997; Rolfe, 2004). Theoretically, the five factor model may be employed for mentoring potential teacher aides. The mentor's personal attributes assists the mentoring process and can be used to instill confidence and positive attitudes in the PTA. Importantly, and similar to preservice teachers, PTAs will need to reflect on their workplace practices. PTAs will need to be aware of system requirements, and in the school context this includes educational aims and policies. PTAs take on roles to assist the classroom teacher and needs some understanding of the curriculum requirements, which needs to be communicated by the teacher for any particular assistance with students' learning. Indeed, some PTAs decide to enter a teaching degree as a result of their involvement as a teacher's aide.

Modelling practices allows the mentee to observe and analyse such practices (Anderson, Barksdale, & Hite, 2005). Mentors who model practices for the PTA can provide visual and aural signals to help understand the practices required. As PTAs undertake learning assistance in certain circumstances, the mentor must model management of students to highlight acceptable parameters of the adult-student relationship. Such modelling of practice may include demonstrating to the PTA specific pedagogical practices (e.g., how to listen to a student read).

Indeed, PTAs who have pedagogical understandings about how to question and manage students, how to timetable and prepare for learning assistance, and how to become part of assessing students' learning will be of value to the classroom teacher's program. Ultimately, teachers require quality assistance from PTAs in the classroom but this must be guided constructively by the classroom teacher. Similar to understanding the skills and strategies of mentors for preservice teachers (Ackley & Gall, 1992), such skills and strategies need to be investigated for mentoring PTAs. However, the responsibility for inducing PTAs needs to be carefully outlined within the school. Teachers' busy schedules may mean that the most appropriate personnel for PTA induction may be experienced teacher aides and administration staff. Nevertheless, mentor teachers will also need to take responsibility when the PTA is working within the classroom setting.

Finally, mentors must provide PTAs with feedback about their performance. Such feedback is valuable when provided orally but can also be more pertinent through written feedback. Despite mentors claiming that providing written feedback may not be realistic, such feedback will be necessary as a fulfillment of the PTA placement requirement. PTAs should be encouraged to evaluate their own performance (reflection on practice). Purposeful mentoring may be used to facilitate growth and development in the PTAs. Research is required on how experienced teachers mentor potential teacher aides, and what may be considered crucial practices for their development. Teacher aides are used frequently in education systems. Ensuring they have the specific skills to provide quality assistance in the school setting will require mentors to guide their practices. Mentoring practices outlined in this paper will require further empirical evidence to determine the applicability for PTAs. Yet, practices indicated on the survey may be a starting point for constructing more purposeful mentoring programs.

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### Mentoring Potential Teacher Aides

Please indicate the degree to which you agree or disagree with the following as appropriate induction for PTAs.

1) Background to school and the community it serves.	SD	D	U	A	SA
2) School timetable and routines including bell times	SD	D	U	A	SA
3) Policy regarding attendance times and leaving the school during school times.	SD	D	U	A	SA
4) School student code of behaviour.	SD	D	U	A	SA
5) Introductions to staff: principal, deputy principal, administration, cleaners and specialised personnel.	SD	D	U	A	SA
6) Site map, school layout, car parking.	SD	D	U	A	SA
7) Staff dress codes appropriate for the school.	SD	D	U	A	SA
8) Internal communication – mail, intranet, email, school calendar.	SD	D	U	A	SA
9) Lunch and tea/coffee arrangements.	SD	D	U	A	SA
10) Accident and emergency procedures, including fire evacuation.	SD	D	U	A	SA
11) School student medical issues.	SD	D	U	A	SA
12) Use of mobile phones – staff, school students.	SD	D	U	A	SA
13) Wet weather and hot weather procedures.	SD	D	U	A	SA
14) Use of school facilities, canteen, telephone.	SD	D	U	A	SA
15) Staff code of conduct.	SD	D	U	A	SA
16) Staff social activities.	SD	D	U	A	SA
17) School traditions and specific school culture.	SD	D	U	A	SA

The following statements are concerned with teachers mentoring potential teacher aides from TAFE. Please indicate the degree to which you agree or disagree with each statement by *circling* the appropriate letter to the right of each statement.

**Key:** SD = Strongly Disagree      D = Disagree      U = Uncertain      A = Agree      SA = Strongly Agree

#### Mentoring potential teacher aides (PTAs) would require the mentor teacher to:

1. be supportive of the PTA's work practices. ....	SD	D	U	A	SA
2. use education language from the current syllabus documents.	SD	D	U	A	SA
3. guide the PTA with workplace preparation. ....	SD	D	U	A	SA
4. discuss with the PTA school policies. ....	SD	D	U	A	SA
5. model teaching to the PTA. ....	SD	D	U	A	SA
6. assist the PTA with classroom behaviour management strategies.	SD	D	U	A	SA
7. model a good rapport with the school students. ....	SD	D	U	A	SA
8. assist the PTA with implementing workplace strategies. ....	SD	D	U	A	SA
9. display enthusiasm for workplace practices. ....	SD	D	U	A	SA
10. assist the PTA with timetabling workplace practices. ....	SD	D	U	A	SA
11. outline state curriculum documents to the PTA. ....	SD	D	U	A	SA
12. model effective classroom management. ....	SD	D	U	A	SA
13. discuss evaluation of the PTA's practices. ....	SD	D	U	A	SA
14. develop the PTA's strategies for work practices. ....	SD	D	U	A	SA
15. model effective practices in the workplace. ....	SD	D	U	A	SA
16. provide oral feedback on the PTA's workplace practices. ....	SD	D	U	A	SA
17. be comfortable in talking with the PTA about workplace practices.	SD	D	U	A	SA
18. discuss with the PTA questioning skills for effective practices.	SD	D	U	A	SA
19. model how to use hands-on materials to support students' learning.	SD	D	U	A	SA
20. provide written feedback on the PTA's workplace practices.	SD	D	U	A	SA
21. discuss with the PTA knowledge needed for workplace practices.	SD	D	U	A	SA
22. instill positive attitudes in the PTA for workplace practices. ....	SD	D	U	A	SA
23. assist the PTA to reflect on improving workplace practices. ....	SD	D	U	A	SA
24. give clear guidance for planning to work. ....	SD	D	U	A	SA

25. discuss the aims of teaching. ....	SD	D	U	A	SA
26. make the PTA feel more confident in the workplace. ....	SD	D	U	A	SA
27. provide strategies for the PTA to solve workplace problems. ....	SD	D	U	A	SA
28. review the PTA's work plans before working. ....	SD	D	U	A	SA
29. model well-designed activities for the students. ....	SD	D	U	A	SA
30. give new viewpoints on workplace practices. ....	SD	D	U	A	SA
31. listen to the PTA attentively on workplace matters. ....	SD	D	U	A	SA
32. show the PTA how to assess students' learning. ....	SD	D	U	A	SA
33 clearly articulate what is needed to improve the PTA's practices.	SD	D	U	A	SA
34. observe the PTA in practice before providing feedback. ....	SD	D	U	A	SA